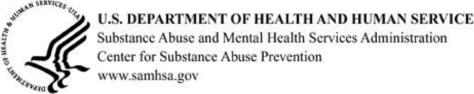
Wisconsin Bureau of Substance Abuse Services Monthly Teleconference Series May 22, 2003 Science-Based Prevention

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CSAP's Central CAPT Prevention Specialist

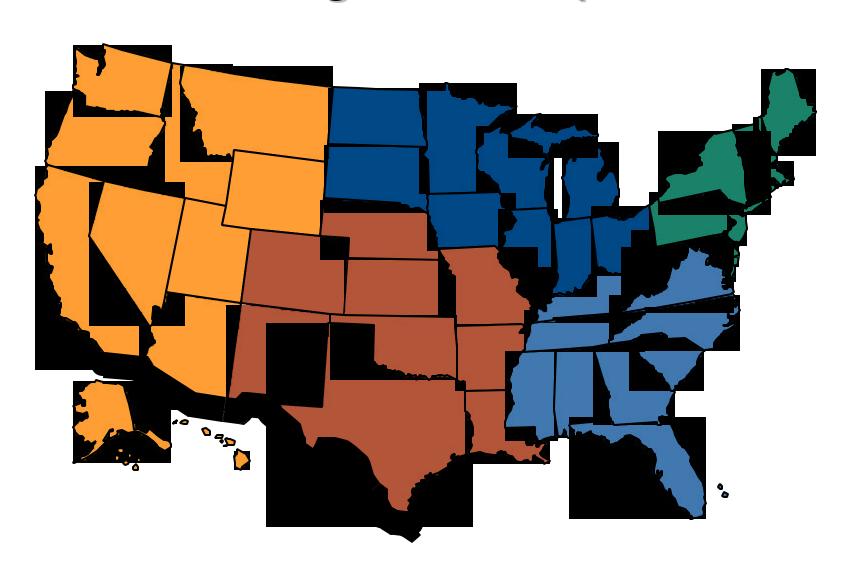
Center for the Application of Prevention Technologies



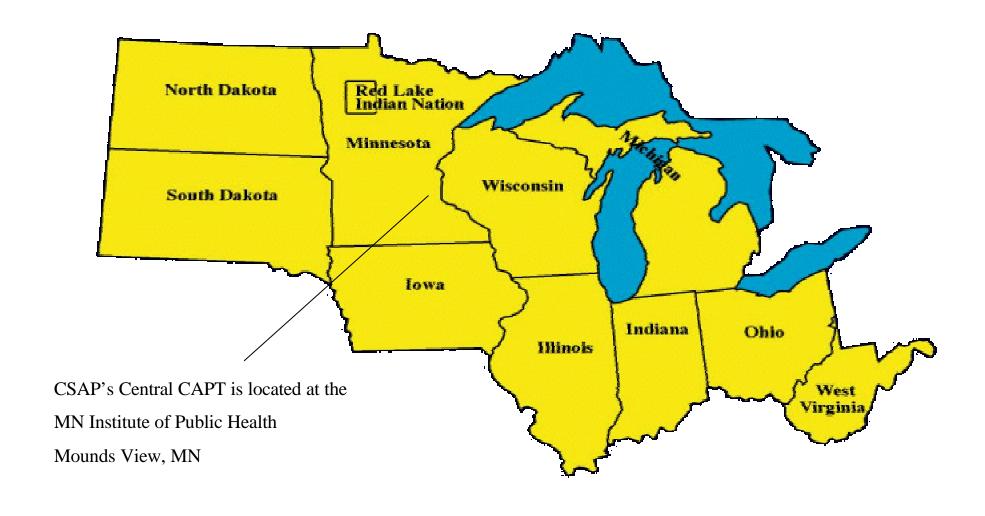


763-427-5310 or 800-782-1878

Regional Map



Central CAPT Region



CAPT Mission Statement

To bring research to practice by assisting state/jurisdictions and community-based organizations in the application of the latest research-based knowledge to their substance abuse prevention programs, practices, and policies.

CAPT Core Prevention Services

- Repackage, transfer, and replicate science-based prevention program models.
- Customize, repackage, and transfer scientifically defensible prevention best practices.
- Customize, repackage, and transfer scientifically defensible prevention promising approaches.

Science-Based Prevention

Why Science Based?

- Define science-based prevention
- Describe theoretical approaches to science-based prevention
 - Identify effective prevention principles, programs, and strategies

What is Science-Based?

- "Science-based" refers to a process in which experts:
 - use commonly agreed upon criteria for rating research interventions
 - come to a consensus that evaluation research findings are credible and can be substantiated
- Also referred to as evidence- or researchbased.

Definition of Science-Based Prevention

A prevention activity is judged to be science-based if "good" research—research that has been shown to be rigorous according to a set of carefully defined criteria—demonstrates that the activity is effective.

Research shows:

- That the activity produces the expected positive results, and
- That these results can be attributed to the activity or program rather than to other extraneous factors.

Why all the concern over scientifically-based prevention?

- Federal and state agencies, as well as private funders are asking for it
- Public accountability
- The desire to improve programs
- Use what is effective
- Use limited resources wisely

The Great Disconnect

Research

Practice



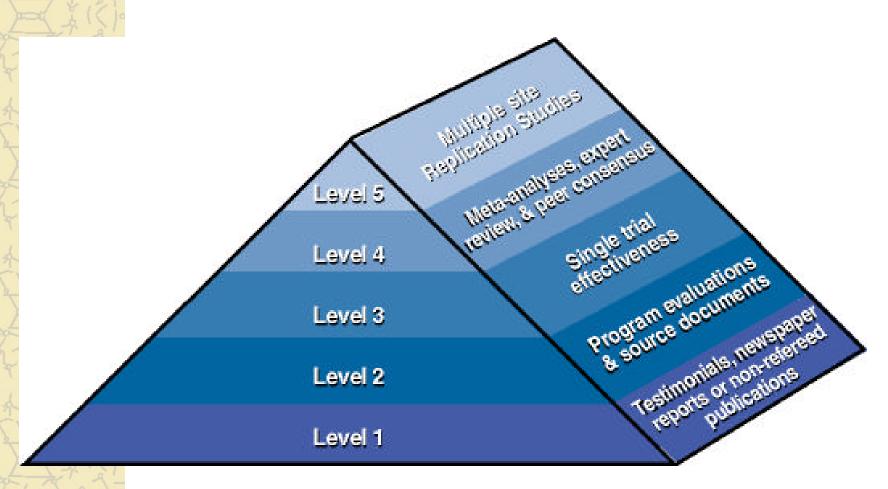
CSAP's Vision for the Future



Science-Based Programming at the local level is...

- Theory-based
- Targeted
 - Audience specific
 - Goal-oriented
 - Measurable
- Carefully implemented
- Evaluated

Levels of Evidence of Science-Based Prevention



CAPT Key Terms MODEL PROGRAMS

Prevention programs that have been rigorously evaluated and have repeatedly demonstrated positive outcomes.

CAPT Key Terms BEST PRACTICES

Strategies, activities, or approaches which have been shown through research and evaluation to be effective in the prevention and/or delay of substance use/abuse.

CAPT Key Terms PROMISING APPROACHES

Programs for which the level of certainty from available evidence is too low to support generalized conclusions, but for which there is some empirical basis for predicting that further research could support such conclusions.

Prevention Research

Why study prevention research?

Theories assist in identifying how we can prevent a problem behavior from occurring, taking the guesswork out of planning

Why review the six CSAP strategies?

- To know what the strategies are when encountered in grant applications, etc.
- To use as a tool to create a comprehensive prevention program

What Should a Good Theory Do?

- Identify the factors that predict substance abuse
- Explain the mechanisms through which they operate
- Identify the internal and external variable that influence these mechanisms, including cultural factors
- Predict points to interrupt the course leading to substance abuse
- Specify the interventions to prevent onset of substance abuse



Risk Factors/Protective Factors

Developmental Assets

Resiliency

Risk & Protective Factors Theory

- Risk factors predict substance abuse and protective factors can buffer risk factors
- Risk and protective factors have cumulative effect
- Risk and protective factors occur in communities, families, schools, and individuals and are subject to change.

Risk & Protective Factors Theory

- To prevent substance abuse, reduce risk factors and increase protective factors throughout a child's life
- Risk and protective factors can be influenced by individual, family, school, and environmental change strategies

Risk & Protective Factors Theory

- Similar to public health model of disease

 Different adolescent health and behavior problems share common risk factors
- Substance Abuse
- Violence
- Delinquency
- School drop out
- Teen Pregnancy

Criteria for Inclusion as a Risk Factor

n Multiple studies

Longitudinal

Predictive

Community Risk Factors



- Availability of drugs
- Community laws and norms favorable toward drug use
- Transitions and mobility
- Low neighborhood attachment and community disorganization
 - Extreme economic deprivation

Family Risk Factors

- Family history of substance abuse
 - Family management problems
- Family conflict
 - Parental attitudes and involvement in drug use



School Risk Factors

- Academic failure beginning in elementary school
 - Lack of commitment to school
- Early and persistent antisocial behavior



Individual/Peer Risk Factors

Early and persistent antisocial behavior

Alienation /rebelliousness

Friends who engage in problem behaviors

Favorable attitudes toward drugs

Early initiation of drug use

Constitutional factors

Generalizations About Risk

- Risks exist in multiple domains
- The more risk factors present, the greater the risk
 - Common risk factors predict diverse problem behaviors
- Risk factors show consistency across different races and cultures
 - Protective factors may buffer exposure to risk

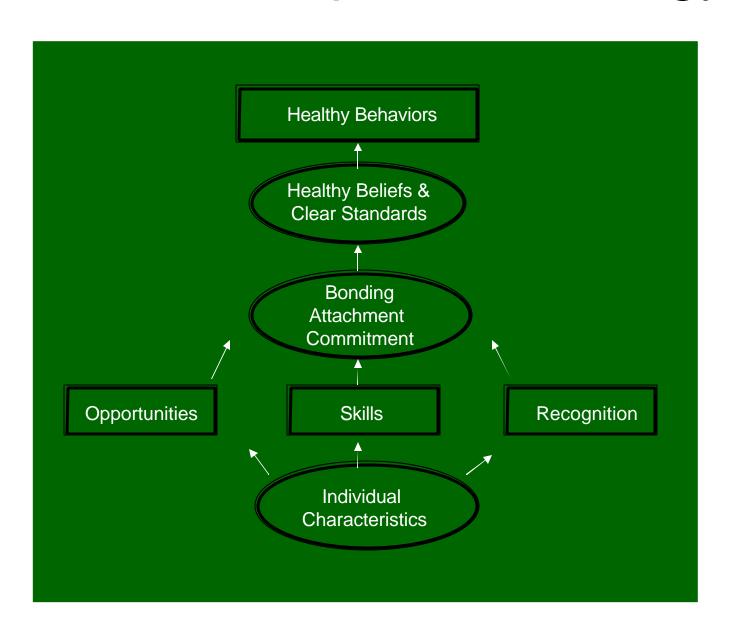


Individual characteristics

Bonding

Healthy beliefs and clear standards

Social Development Strategy



Developmental Assets Framework

- Emphasize strengths in people
- Focuses on youth as resources, not problems
- Focuses on increasing the number of assets present in youths' lives
 - Is a "promising" framework

Res<mark>iliency Approach</mark>

- Focuses on how children "bounce back" in the face of adversity
- Based largely on the work of Emmy Werner
- Includes several factors which foster resilience in kids
 - Is a "promising" approach

Seven Prevention Strategies

[Center for Substance Abuse Prevention (CSAP)]

- Information Dissemination
- Prevention Education
- Alternative Activities
- Community-based Processes
- Environmental Approaches
- Problem Identification and Referral
 - Traditional/Cultural (MN Only)

Information Dissemination

- Complementary to more intensive/ interactive approaches
- Appeal to youth motives for using substances or perception of substance use
- TV and radio spots choice air times
 - Avoid authority figures & exhortations

Prevention Education

- Combine information, skills, protective factors
- Interactive, intense, with booster sessions
- Include peer-led components
- Provide social skills training & practice
- Involve parents individually & with students

Alternatives

- High-risk youth who may not have adequate adult supervision can benefit
- Intense programs with variety
- Component of a comprehensive prevention plan
- Community service, mentoring, recreation, cultural activities
- One-shot community events do not, in themselves, change the behaviors of participants

Community-Based Processes

- Characteristics of successful partnerships include:
 - a clear vision
 - committed partnership members
 - diverse participants
- Paid coalition staff operate as resource providers and facilitators
- Elaborate committee structures are not productive

Environmental

Examples include:

- **Excise** taxes
- Minimum purchase age laws
- Use and lose laws. Penalties should not be too harsh
- Increasing the minimum purchase age for alcohol
 - **Outlet** density

Problem Identification and Referral

- Estimate accurately youth who justify intervention
- Ensures appropriate referral to meet needs
- Realize relationship between substance use & other health problems.
- Risk of exposure to other deviant behaviors
- Brief interventions appear promising

Multiple Efforts

Prevention strategies showing greatest promise of effectiveness focus on change at multiple levels:

- Individuals
 - Family
- School
- Communities

The expected impact of any single prevention program is likely to be limited and difficult to isolate.

Classroom-based prevention, in isolation from other prevention approaches, has been consistently demonstrated to have limited impact.

Social Influences Model

School classroom prevention programs appear to be most effective if based on the social influences model for primary prevention.

Elements of the Social Influences Model

- Short-term consequences
- Reasons for using and not using
- Accurate information about peer norms
- Influence of advertising
- Resistance skills
 - Effects of substance use in community
- Public commitment to refrain from use

Common Attributes of Effective Approaches

- **Interactivity**
- Cultural relevance
- **Intensity** and duration
- Credibility of:
 - Presenter
 - peers
 - cross-age mentors
- Message
 - accuracy
 - relevance

Shifting Focus

- Environmental approaches to prevention are demonstrating a reduction in certain alcohol, tobacco, and other drug related behavior and problems.
- Emerging evidence supporting the concepts of resiliency and asset development is growing.

A Summary of SDFSCA Principles of Effectiveness

In General:

- A Be based on an assessment of objective data regarding the incidence of local violence and illegal drug use
- Be based on an established set of performance measures
- Be based on scientifically-based research that provides evidence that these programs will reduce violence or illegal drug use
- Be based on an analysis of risk and protective factors
- E Include meaningful and ongoing input from parents

A Summary of SDFSCA Principles of Effectiveness

Periodic Evaluation

- A Periodic evaluations to assess progress
- B Results used to refine, improve and strengthen the program and be made public upon request

ONDCP Principles

- Address risk and protective factors
- Use approaches proven to be effective
- Intervene early
- Intervene in appropriate settings and domains
 - Manage programs effectively

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